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ABSTRACT

Preparation programs for principals should have excellent academic and performance based components. In examining the nature of performance based principal preparation this report finds that school administration programs must bridge the gap between conceptual learning in the classroom and the requirements of professional practice. A number of bridging procedures and their drawbacks are examined and include: (1) simulation materials; (2) instructional materials; (3) group processes; and (4) project courses. Administrative experiences in field settings should constitute a significant portion of performance based preparation programs including: course based activities, practica, and internship. The major objective of such an experience should be to develop problem analysis and judgment abilities in future administrators. A matrix rating procedure for evaluating administrator preparation programs is presented along with data from actual ratings of programs at two universities. Suggestions for ways to improve support and recommendations for preparation program improvement are provided. Included in the report are a glossary of the terms used and a reference list. (MD)

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Performance-Based Preparation of Principals

A Framework for Improvement

A Special Report of the
NASSP Consortium for the
Performance-Based Preparation of Principals

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Contents

Foreword v

Introduction 1

1. Excellence in Principal Preparation 6

2. Bridging the Gap 8

3. Field Experiences 12

4. Program Analysis 15

5. Systematic Rating Exercises 22

6. Program Guidelines and Recommendations 27

Glossary 32

References 36

Foreword

The academic and professional preparation of principals has been a central interest and concern of the National Association of Secondary School Principals for many years. Collaborative efforts between principals and professors were initiated in the 1960s when a group of interested professors began meeting regularly at the annual NASSP convention. The Committee of Professors of Secondary School Administration and Supervision (PSSAS) was formally established in 1969 under the leadership of J. Lloyd Trump, an associate secretary of NASSP, to advise the association about professional preservice and inservice activities.

Aided by a Danforth Foundation grant, NASSP convened the Purdue Conference in 1971 and invited 20 principals and professors to explore ways to improve the preparation of principals. They developed a basic model for the design of preparation programs along with an analytical description of the functional behaviors of secondary school administrators. The NASSP monograph *Where Will They Find It?* (1973) summarized the results of the conference, outlined the current status of preparation programs, and suggested some new approaches, including competency-based ones.

The Terre Haute Institute (1973) and the Three Rivers Conference (Covington, La., 1974) clarified and refined the model, reviewed various existing university preparation programs, and prepared a comprehensive set of assumptions, guidelines, and definitions. The NASSP monograph *Continuing the Search* (1975) explicated the model.

In 1977, a University Consortium was convened under the sponsorship of the PSSAS Committee by Scott D. Thomson, NASSP Executive Director (then Deputy Executive Director) to promote interest in competency-based administrator education. The Consortium has met regularly since that time to investigate the issues and feasibility of competency-based, field-based, and performance-based training programs.

Consortium membership has changed somewhat since its beginning and the focus of inquiry has shifted from competency-based to performance-based preparation. But the goal has remained the same: to improve the academic and professional preparation of school administrators.

This special report is the fruit of Consortium deliberations. The product of almost 15 years of collaborative effort between NASSP and the university community, it represents the time and commitment of dozens of professors and practitioners to improve administrator preparation programs. It offers, perhaps, a needed springboard for meaningful change on a broad scale.

Many persons have assisted the Consortium in the preparation of the report. Scott Norton of Arizona State University, Joseph Testo of State University of New York-Albany, David Hinojosa of Texas A & M University, Frederick C. Wendel and Ward Sybouts of the University of Nebraska-Lincoln, and Rodney Ogawa of the University of Utah participated in Consortium proceedings, assisted with various proposals, and commented on draft materials.

Scott Thomson and Paul Hersey of the NASSP staff critiqued the first draft of the manuscript. The final draft was reviewed by Kathy Blair, Robert Buser, Gordon Hoke, Guy Klitgaard, Kenneth McIntyre, James Parker, James Stoltenberg, Joseph Testo, Nicholas Troisi, and Eugene Werner.

The members of the University Consortium, in particular, deserve special appreciation and esteem. They labored over many revisions of the report with immense enthusiasm for the value and promise of performance-based programs. NASSP's hope is that both professors and practitioners will be encouraged by their efforts and that schools of education will move quickly to implement the suggestions and recommendations of the report.

James W. Keefe
NASSP
Director of Research

Introduction

"Colleges of pedagogy will, in all probability, never overhaul their programs if each college is to do it alone. . . . It is more probable that only forces broader and more powerful than those of a single college can ever break through these barriers and restraints to bring about a new day in pedagogical education."

This analysis by B.O. Smith in the October 1980 *Kappan* suggests the need for: more direct and immediate linkages of preparation programs with the field; coordination of developmental activities through some broader agency; and attention to the social-political environments that tend to inhibit change.

Institutions of higher education have offered coursework for preparation of school administrators since the nineteenth century, but departments of educational administration and organized graduate programs for the credentialing of administrators are a phenomenon of the twentieth century. The earliest department of educational administration was established at Teachers College, Columbia University, in the first decade of this century. By 1978, more than 375 institutions offered graduate programs in educational administration (Silver and Spuck, 1978).

Charters, in the *Commonwealth Study of Education* (1929), built the first proposal for a performance-based teacher education program. The essence of Charter's curriculum was: specified competencies to be attained, evaluative criteria, and designated experiences resulting in observable outcomes to be judged against the evaluative criteria. Tyler (1950) proposed the next step — a curriculum based on behavioral objectives and instruction guided step by step toward specified learning outcomes.

By the mid-1950s Katz (1955) in management, and Graff and Street (1956) in educational administration, were investigating the training needs of administrators in their respective fields. Both examined actual role performance in relation to expected levels of performance. Similarly, the work of Flanagan (1954) with the military involved a critical incident technique later used on a limited scale in business, industry, education, and medicine. Unfortunately, rigid approaches to training, the problems inherent in handling masses of data, and an overemphasis on endless lists of behaviors stalled wide application of these ideas.

The coming of systems approaches, failure of the "theory-based" movement, accountability pressures, and the introduction of new technologies into a labor-intensive field (along with some sound curriculum development work) have rekindled interest in performance-based approaches.

In 1970, the National Conference of Professors of Educational Administration (NCPEA) formed an Interest Group on Competency-Based Education for administrative and supervisory training; and in 1971 NASSP sponsored a national seminar on the preservice and inservice training of principals. This meeting emphasized the importance of com-

petency concepts and was followed later in the same year by a second session to develop competency statements for the principalship.

Several other groups mounted projects, including: CFK Ltd. Foundation's National Task Force, 1972-76 (Brainard, 1973); Project ROME, 1973-75 (Ellett, 1975); and Project '76, 1975-77 (Wilson, 1975). These projects focused on methods for evaluating administrator job demands and performance, needs assessment techniques, and training materials like the University of Utah's Individualized Learning Module (ILM) series. Although useful, they did not lead to programmatic, university-based programs with the necessary external linkages and coordinated R and D activities.

Efforts to increase the clinical or professional emphasis within preparatory programs have been common for more than two decades. In 1960, the NASSP proposed that internships with increased professor-practitioner collaboration in schools be a major part of the training received by administrators (NASSP, 1970). Yet, fewer than 12 percent of professors surveyed in a mid-1970s study anticipated increased emphasis on clinical or field experiences (Silver and Spuck, 1978).

Traditional instruction and an academic orientation to content reflecting "little conclusive evidence about the relationship among administrator preparation, work, and effectiveness" (Hoyle, 1983) was accepted as the "state of the art." Indeed, the lack of significant change in the design of preparation programs was cited by Mulhauser (1983) in a summary paper issued by the National Institute of Education.

The NASSP has developed two pertinent surveys: State Certification Requirements for the Secondary Principalship (1977), and A Survey of Preservice Preparation Programs for Secondary School Principals (1978). Both surveys document that preparation programs are essentially diverse collections of formal courses that, taken together, do not reveal consistent purposes or a systematic design.

An internship experience is the dominant field-based program requirement reported by almost 75 percent of the schools in the 1978 NASSP survey. Yet, Lortie (1968), Barrilleaux (1972), and Ramsey and Lutz (1973) have expressed concern about the nature and quality of internships as well as other forms of field experience.

A UCEA study (1978) offers the most recent restatement of the issue, one characteristic of the others: ". . . questions arise as to the quality of those [internship and field] experiences, the degree of structure and/or expert supervision they entail, and the extent to which students are exposed to new or different settings through these experiences."

The NASSP has sustained an interest in performance-based principal preparation. In 1975, the Association established an educational assessment center (Hersey, 1977), and began development work cooperatively with the Division of Industrial and Organizational Psychology of the American Psychological Association (APA). The project grew out of an awareness among psychologists that the field of psychology contains considerable knowledge and expertise that might be valuable in settings where the services of industrial-organizational psychologists are not

commonly available. The APA's Public Policy and Social Issues Committee mobilized the needed professional resources. Objectives were set and a series of criteria for selecting a "host" agency were identified.

A nationally-based organization was needed — one that had considerable influence in a major public arena. After considerable deliberation, the National Association of Secondary School Principals was selected. NASSP met all of the established criteria and appeared to offer the climate and resources of a dedicated public service agency with impact on virtually every community in America. An assessment center was tailor-made to meet NASSP's objectives. A set of generic skills for the principalship was identified. A unique training program was developed, and a detailed assessor's handbook prepared. The program flourishes nationwide today.

In 1977, NASSP's Professors of Secondary School Administration and Supervision (PSSAS) Committee moved to encourage interest in a national consortium among colleges and universities with a track record in competency-based administrator education. A survey was mailed to all institutions of higher education accredited for graduate studies in educational administration. The survey asked for information about:

1. The nature of the school's preparation programs for educational administration;
2. The degree to which the institution saw the proposed consortium as valuable to the development of its programs; and
3. The congruence between the institution's philosophy and recent PSSAS Committee work on competency-based training.

Responses were received from 128 institutions. Seven universities from a group of well-qualified institutions were invited to form a consortium to further competency-based administrator education:

- Arizona State University — Tempe
- California State University — Fullerton
- Loyola University — Chicago
- State University of New York — Albany
- Texas A & M University
- University of Nebraska — Lincoln
- University of Utah

Representatives of five of these original institutions are still active in the Consortium and were responsible for this special report.

The suggestions in the pages that follow require more than a simple redesign of existing programs. The task that confronts planners of preparation programs today is twofold:

1. To clarify the academic and professional purposes of administrator preparation; and
2. To document how the training components relate to the generic and specific knowledge/skills of the principalship in ways that are predictive of performance in the field.

The primary goal of training must be to increase the competence of principals. Competence has been defined in many ways — usually as a synonym for specific skill performance. We will accept a definition of competence in this report that was first proposed in the NASSP monograph on preservice and inservice education, *Continuing the Search* (1975):

> Competence can be measured only through *an accumulation of evidence, over time, that an individual is able to apply knowledge and perform certain functions and skills in ways which are, more often than not, perceived positively by both the individual and his (or her) audiences.* A person is not competent because of what he knows, does, or feels; he is competent when what he knows, does, or feels is evaluated as being positive in its results and is part of his consistent behavior as a human being. This conceptualization emphasizes *reliability* (an accumulation of evidence), *validity* (apply knowledge and perform skills), and *legitimacy* (in ways which are perceived as being positive).

Increased attention must be paid to the relationship among the components of preparation programs: generic skills, role-specific skills, substantive content areas, and post-training systems for determination of competence. Preparation programs should be examined for qualities of legitimacy, reliability, and validity.

Such an examination should include in its scope: procedures of admission; techniques for diagnosis of entry-level generic skills; the process for identification of generic knowledge and skill objectives to be included in the program; techniques to monitor student attainment and mastery of generic objectives; practices for selection of role-specific objectives to be demonstrated in clinical settings; techniques for monitoring the performance of trainees in clinical settings; and, by way of final analysis, the success of candidates in on-the-job settings.

The dual nature of educational administration programs since their inception — academic and professional — has, in reality, occasioned an emphasis on academic content and instruction. This academic emphasis has high legitimacy within institutions of higher education and represents a major environmental press for departments of educational administration. Recently, however, demands have increased for greater correspondence between the content and structure of program offerings and the changing needs of those who practice in the field.

The "ante" has been raised on preservice program quality at a time when many institutions of higher education are faced with a need to reallocate scarce economic and human resources. The struggle to remain

current, to incorporate the best of the past, and to anticipate and plan for the future will continue to place severe demands on institutions.

Those who design preparation programs must scan the environment, think beyond current efforts, and work to develop programs offering definable competence. Various scenarios are building as citizen task forces and state departments of education enter the arena. Standard setting and assessment are moving to the forefront.

Consider this assessment/certification scenario already under discussion in some states. At the completion of a program of preparation:

- The candidate would be assessed for generic and role-specific skills that are judged to be adequate (or better than adequate) for the demands of the job role.
- The state licensing or credentialing agency would issue a "practitioner's permit" on an annual basis, renewable after completion of training and upon successful performance for a period of at least three years. During the first three to five years of practice, the candidate would be assessed on a continuing basis, with consultation services available to encourage further development of knowledge and skills.
- After a minimum of three years of "successful" practice, and upon recommendation of both the preparation institution and a team of field monitors, the candidate would be eligible for a "professional license" to continue practice as a principal.
- Data about the pool of candidates issued a particular institution's "practitioner's permit" would make possible decisions about program content, program appropriateness, and ultimately, whether a preparation program should continue to be accredited.

This not implausible scenario points up two central themes that are explored in the remainder of this report: the need to pursue excellence in the academic and professional dimensions of principal preparation programs; and a recommendation for a substantial increase in the field-based component of these programs.

Chapter 1

Excellence in Principal Preparation

Preparation programs for principals demand excellent academic and performance-based components. The development of principal preparation programs has been a topic of continuing interest (Culbertson et al., 1969; NASSP, 1972, 1975; Silver and Spuck, 1978; McCleary and Thomson, 1979; Valentine et al., 1981; Pitner, 1982; Hoyle, 1983; Mulhauser, 1983).

Careful planning is essential to the design and delivery of these programs. Otherwise, the result may be similar to Thornton and Byham's (1982) characterization of preparation programs for managerial personnel as "wasted or even counterproductive because the wrong person went through the program, he or she was trained in the wrong thing, or the training came too late or too early in the individual's career to be used effectively."

In this report, the NASSP University Consortium for Performance-Based Preparation of Principals:

(a) examines the nature of performance-based preparation for principals;

(b) describes a matrix rating procedure for preparation program analysis;

(c) suggests means to identify and treat questions arising from the analysis; and

(d) offers recommendations that can lead to orderly program improvement.

The report focuses on the design, delivery, and analysis of instruction in principal preparation programs. Important related issues not treated in detail include procedures and criteria for admission to the preparation programs, methods for selection and placement of principals, and the design and delivery of inservice and professional development programs for principals.

Professors and principals are generally in agreement that the ideal preparation program should provide high quality in both the academic and performance domains, with clinical and field-based experiences an essential component. Consensus exists about the need to improve training programs and to increase the use of performance-based practices. Yet, the time devoted to such practices as reported in two separate studies (cited by Silver and Spuck, 1978) was less than 20 percent of the total program requirements.

Improvement of principal preparation programs requires that they be viewed as systems of *interdependent* parts, encompassing recruitment and selection procedures, the design and delivery of instruction, the credentialing of administrative candidates, and the professional develop-

ment of practicing principals. The academic and the performance-based program components are the building blocks of the system. The academic program components are the ideas, facts, theories, and bodies of knowledge that a person is expected to acquire at specific levels of familiarity and understanding. Performance-based program components are the activities or experiences that require application of knowledge and skills and explicit demonstration of performance by participation in simulations, practica, and internships.

Performance-based activities must be representative of actual performance on the job. Moreover, they should have a certain accuracy in predicting job-related performance. The NASSP Assessment Center generic skills are a case in point. The Assessment Center was developed to assess the generic skills of candidates for the assistant principalship and principalship. Success in the specific programmatic skills of the principalship (supervision, instructional leadership, community relations, etc.) is founded on competent exercise of a number of more basic capabilities, the "generic skills" of the Assessment Center.

Principals skilled in supervision, for example, know how to apply such generic skills as sensitivity, problem analysis, judgment, and organizational ability to the tasks of instructional improvement. Several lines of research have shown that generic interpersonal and administrative skills can be developed when they are rehearsed and reinforced in realistic performance-based settings. Provision for generic skill training, then, is important to principal preparation programs (Moses and Byham, 1980; Thornton and Byham, 1982).

A number of strategies and practices are described in this report that can be useful in examining the objectives and instructional practices of principal preparation programs. These practices are not perfect solutions but simply examples of what several institutions have done to improve the performance base of their programs. Sufficient differences exist among these institutions to test the bounds of applicability for all principal preparation programs.

In the chapters that follow, emphasis is placed on steps institutions that offer principal preparation programs may use to review their programs and to improve the performance-based component. (This emphasis in no way denies the importance of the academic program component; instead, it stresses the obvious need for substantive improvement in the performance-based one.)

Before proceeding, the reader may find a review of the Glossary at the end of the publication helpful. Key words and phrases are defined, including the skill dimensions of the NASSP Assessment Center and the categories of instructional methodology incorporated in the program matrices of Chapters 4 and 5.

Chapter 2

Bridging the Gap

School administration, in common with other professions, must bridge the gap between the conceptual learning of the classroom and the requirements of professional practice. What the prospective administrator experiences in the classroom often does not reflect what the principal confronts on the job. To close the gap between classroom and field, most preparation programs for school administrators now require some type of internship, practicum, or field experience. A field experience at the conclusion of the student's coursework is often the sole mechanism of preservice preparation by which the gap is bridged. Such an approach ignores or makes trivial the breadth of the gap to be spanned.

If prospective administrators do well in an internship, they are likely to do so, not because of their ability to translate theory into practice but because of the practical savvy or previous experience they bring to the internship. Internships provide a good perspective of the student's ability to function in real-life situations and can give students valuable practice in refining practical skills. But internships often do little to clarify the need for new skills or to assist students in acquiring them. The productivity of the internship and other field experiences can be greatly enhanced if program activities are carefully designed.

Performance-Based Learning

The typical internship, placed at the end of the professional preparation program, is predicated on the assumption that administrators in training can take conceptual learning and derive their own applications. In all but a few cases, this is a risky assumption. If classroom and field are to be effectively wed, the union must be nurtured through some intermediate process directed specifically to that goal. "Performance-based learning" is the bridge between classroom and field, learning that must be nurtured in its own right to fulfill its bridging function.

The instructional processes of performance-based learning should arise from theory, provide applications in relatively "safe" settings, encourage repeated applications, and place the student sufficiently close to the field setting so that the remainder of the transition can be made with a minimum of difficulty. Any bridging procedure can be evaluated in terms of these criteria.

The procedure should clearly emanate from appropriate theoretical constructs of the profession and other related disciplines and should provide a dynamic link with professional practice. The conceptualizations of the classroom take clear form as they are exemplified in concrete experience. Experience, in turn, is expanded through the perceptions of theory.

Performance-based learning should enable the student administrator to practice the desired behavior. Practice assumes mistakes, learning from them, and learning how to avoid them in the future. Practice also

implies repetition as needed. Unfortunately, repetitive behaviors cannot always be scheduled in a real school environment to suit the needs of each learner. A bridging procedure should have sufficient realism, however, to facilitate ready application to the practical situation. It should contain enough key elements of the field setting to ensure that the practiced behavior is indeed a desired behavior.

Failure to bridge the gap between the classroom and the field is a central weakness in programs for preparing school administrators. Transfer is ignored in most preparation programs, apparently on the assumption that it will take care of itself. Experience demonstrates that it does not.

Bridging Procedures

A number of bridging procedures have been developed and are available. Several of these procedures are discussed here and related to the four criteria of performance-based learning.

Simulation materials are often used to bridge the gap between classroom and field. A variety of simulation materials have been developed to assist in the assessment or training of school administrators. We will discuss performance simulations, computer simulations, and case studies.

The Monroe City simulations developed by the University Council for Education Administration (UCEA) and the simulation materials incorporated in the NASSP Assessment Center are major examples of the *performance simulation*. These simulations include group activities, in-basket exercises, and fact-finding and stress exercises.

NASSP's Springfield Developmental Seminar is a follow-up activity of the NASSP Assessment Center for individuals who have already been through the Center. The Springfield simulation assigns each participant to 1 of 20 positions in a prototypical school district. The chief strength of this and other well-conceived simulation materials is their close approximation to the real-life situation. Their greatest drawback is the rigorous process required for development. Too few excellent simulation materials are available, making repeated application generally unfeasible.

Computer simulations are more flexible than the conventional variety. SAFE (Simulating Alternative Futures in Education), developed at the University of Utah and distributed through UCEA, is such a program. This computer simulation engages participants in the planning and change processes of education. Random variables are fed into succeeding simulations, making repeated trials possible. A shortcoming of computer simulations is that they do not approximate real life to the degree possible with performance simulations. A strength is that they are usually self-instructional.

Case studies can be used as a form of simulation that is more accessible than those above. A large number of "cases" of varying length and quality have been developed. The potential user is cautioned to inspect case materials thoroughly before adopting particular ones. Cases, unlike

other simulation materials, do not generally prescribe the mode of application. Good cases do offer a strong experiential base, but the bridging process is usually left to the user.

Instructional modules are a second type of bridging experience. The Individualized Learning Modules (ILM) developed at the University of Utah, for example, teach concepts through sequences of coordinated audiotapes and flip charts. Modules typically rely on group experiences and build toward one or more field-based products. The chief strengths of modules are the sequential process by which they move from individual mastery of concepts to field applications and their capacity for building on conceptual mastery obtained in other ways.

Again, no large numbers of validated instructional modules exist. Many of the most useful are not available in the commercial market. Those under preparation at Texas A&M University, for example, focus on enhancing the administrative skills of the NASSP Assessment Center. Development and production of one of these modules takes approximately one and a half years, so the process is both expensive and time-consuming.

Various *group processes* constitute a third type of bridging activity. T-groups and other similar training experiences are directed to improving human relations skills. A number of universities regularly use human relations training in their administrator preparation programs. These techniques have a suitable grounding in theory, provide for experiences in a safe setting, and encourage repeated applications. They are sometimes criticized on the ground that they are not sufficiently like the field setting to promote efficient transfer.

Project courses are a fourth way to bridge the gap between classroom and field. A project course is a regularly scheduled class that takes on some specific problem in the real world. The project is negotiated between the class and the organization that is served. Courses of this type have been used with success in schools of business administration and public affairs and are being introduced currently into some administrator preparation programs.

"School Facilities Planning," for example, is a project course built around a contract negotiated with a school district to conduct a study of its present facilities and future needs and to make projections and recommendations. Another project course, "Educational Change Processes," examines the impact of innovative forces on educational organizations. "Microcomputers in Education" explores potential administrative uses of microcomputers and develops a plan for implementation.

The chief value of project courses is that, under the direction of senior faculty members, students learn principles of school administration at the same time as they experience practical applications. Classroom and field are wedded, not separated.

Many preparation programs for school administrators lack any of these procedures for linking theory and practice. Most programs use them only in minimal ways. No program, perhaps uses them to an optimum degree. Some of this neglect is attributable to the small number

and variety of available bridging procedures. A greater proportion of the problem may be due to lack of recognition that performance-based learning is important for efficient transfer from theory to practice.

The "moot court" of the legal profession and the "programmed patient" of medicine may well have legitimate counterparts in the training of school administrators. We need a massive professional effort to develop bridging procedures, to disseminate them, and to incorporate them regularly into preparation programs.

Chapter 3
Field Experiences

Administrative experiences in field settings should constitute a significant portion of any performance-based preparation program. These field experiences should be an integral part of preservice preparation. The university's responsibility for offering these learning experiences is as great as for traditional courses, although the situations are dramatically different.

Field experience may be classified in terms of scope, duration, and amount of autonomy given to the student. Using these criteria, we can distinguish among three types of experiences: course-based activities, the practicum, and the internship.

Course-based activities. Class-assigned field experiences explore various aspects of the principal's role. These field assignments add a practical dimension to the academic content of the course. Typical course-based activities include:

- Observing a school board meeting
- Interviewing administrators on a specific topic
- Conducting a supervisory conference with a colleague
- Attending a state or national convention or conference
- Interviewing political leaders or other influential persons on issues central to education
- Attending legislative sessions.

All of these experiences demand critical reporting by the student. Without analysis, the activities are only observational and primarily passive in nature.

Practicum. The practicum is a significant project, usually one semester in duration, by which the student demonstrates administrative skills. The student is held accountable for planning, implementation, and evaluation. In content courses, the professor is the primary agent. In the practicum, it is the student.

During the practicum, university supervision is maintained through on-site visits and regularly scheduled seminars. Student activities and progress are analyzed and critiqued in seminar sessions, both by the university supervisor and by fellow students. The ability of the student to receive and utilize relevant criticism is one of the criteria applied in assessing practicum outcomes. An important by-product of the practicum is the opportunity for the student to work directly with schools.

Representative practicum activities include:

- Developing (revising) a student handbook
- Improving curriculum articulation within a school
- Increasing media coverage for the school
- Determining topics for staff development
- Initiating a program of teacher recognition.

Internship. Of the various field experiences, the internship comes nearest to realizing the full sweep and responsibility of an actual administrative position. The internship should be a full-time field experience. In contrast to the practicum, which is built around specific administrative tasks, the internship involves the student in an assigned administrative role with a variety of functions. The internship is different from a regular administrative position, however, in that it is primarily a carefully supervised and structured learning experience for the administrative candidate.

The internship must be of sufficient duration and intensity for the impact to approximate the conditions encountered in an actual administrative position. We believe that a valid administrative internship should include the following key elements.

1. A carefully planned working agreement should be constructed to clarify in concrete terms the expectations, rights, responsibilities, and functions of the field supervisor, university supervisor, and intern.

   a) All three roles are important for the proper operation of the internship. Each person must have significant input into the structure of the internship, the procedures and decisions that occur during the term, and its final assessment. Regular and frequent interaction should occur among the three collaborators.

   b) Great care must be taken in selecting the internship team. The field supervisor should be an outstanding practitioner who is personally interested in the development of new administrators. The university supervisor should have a background in field administration, understand senior high and/or middle level school issues and responsibilities, and be able to guide and critique professional experiences. The intern should be a serious administrative candidate whose academic ability and skill potential forecast successful on-the-job performance.

2. Internship sites and experiences should be selected and ordered to provide a productive professional experience.

   a) Generally, the internship should take place in a setting different from the one in which the intern is regularly employed.

b) The internship experience should be broad enough to encompass the entire range of tasks encountered by a full-time administrator.

3. The internship should be a full-time experience spanning, ideally, the period of one academic year.

   a) Part-day or part-week experiences provide an unrealistic view of what actually occurs in a typical full-time administrative position.

   b) Critical events take place in schools somewhat randomly during the course of a full year. The intern should experience all of these events.

The major objective of field experiences is to develop the candidate's ability to handle increasingly complex matters, not merely to expose the candidate to a series of events. Problem analysis and judgment are the key generic skills of school administration. Field experiences provide the prospective administrator with particularly useful decision-making opportunities that test the skills of analysis and judgment.

Chapter 4
Program Analysis

Initiatives to alter preparation programs often are hampered by a lack of information about program content and the treatment of content in instruction. Typically, university program changes occur as an individual instructor revises and updates a course or as one or more instructors propose course changes. Individual student ratings, instructor self-evaluations, and the anecdotal opinions of others often produce highly impressionistic information about programs. Lacking any systematic approach, program changes resulting from isolated effort and impressionistic evidence can be less than satisfactory.

The following consensus-based rating exercise is a useful process for generating systematic information about program content and its treatment. This method of program analysis was developed by the Consortium.

The Rating Process

The program rating process begins with the construction of three *matrices:* (A) for generic skills, (B) for specific skills, and (C) for instructional modes. The second step of the process is an *independent rating exercise* involving professors, practitioners, and students associated with the preparation program. The third step is a *combined meeting* of all parties to consolidate individual ratings and arrive at a high degree of group consensus.

Step I: Matrix Preparation

The rating exercise requires the preparation of three matrices. In the construction of the first matrix (designated Matrix A), content descriptions of the program are listed on the vertical side of the matrix. Generic skills are listed on the horizontal side of the matrix. These skills represent desired outcomes of the preparation program. Figure 1 shows the format of Matrix A.

Substantive Content Areas	Generic Skills			
1.0 Major Program Component	G_1	G_2	G_3	G_4
1.1 Course or Experience				
2.1 Major Topic				
2.2 (Subtopics)				

Figure 1. Matrix A Format

Matrix A categories are filled with the descriptors of current programs. The substantive content areas (rows) can be listed at three levels of specificity: by major program component (1.0 of Figure 1); by formal courses which make up each component (1.1 of Figure 1); and by major topics and subtopics treated within each course (2.1 and 2.2 of Figure 1).

The horizontal portion (columns) of the Matrix calls for generic skills, those capacities that undergird one's ability to perform a series of related tasks. We have chosen to employ the NASSP Assessment Center dimensions given below.

Figures 2 and 3 illustrate a matrix of an actual program. On the vertical side of this matrix, six program components are identified, beginning with "Social/Behavioral Science," and the courses that comprise this component. No course *topics* are shown in this illustration because of space limitations. Course topics can be obtained from course outlines or instructors and verified in the process of consensus. Generally, four to six topics are sufficient to generate ratings that are characteristic of a given course.

The horizontal side of Matrix A in Figure 2 shows 12 columns headed by the *generic skill* descriptors of NASSP's Assessment Center project. (See Glossary for full definitions.)

- Problem analysis — data collection and analysis
- Judgment — critical evaluation and decision making
- Organizational ability — planning and scheduling personnel and resources
- Decisiveness — acting when a decision is needed
- Leadership — guiding others to act
- Sensitivity — awareness of others' needs
- Stress tolerance — performing under pressure
- Oral communication — speaking skills
- Written communication — writing skills
- Range of interests — awareness of and competence to discuss a variety of subjects
- Personal motivation — task and goal orientation
- Educational values — a consistent educational philosophy and openness to change.

Generic Skills (NASSP Assessment Center Dimensions)	Problem Analysis	Judgment	Organizational Ability	Decision Making	Leadership	Sensitivity	Stress Tolerance	Written Communication	Oral Communication	Range of Interests	Motivation	Educational Values
Substantive Content Areas												
1. **Social / Behavioral Sciences**												
• Educational Sociology												
• Educational Psychology												
• Political Science of Education												
2. **Organization / Governance**												
• Organizational Analysis												
• Law												
• Fiscal Policy												
3. **Program / Curriculum**												
• Curriculum and Instruction												
• Program Design / Analysis												
4. **Analytic Methods**												
• Decision Methods												
• Management Information Systems												
5. **Functional Specialization**												
• Leadership												
• Principalship												
• Administration of Special Education												
• Program Evaluation												
• Supervision												
6. **Integrative Studies**												
• Readings												
• Field Project												
• Internship												

Symbols for program rating: F = Familiarity with content / skill for discussion purposes
U = Understanding of content / skill as bases for teaching others
A = Application of content / skill in real or simulated situations

Figure 2. Matrix A for Rating Substantive Content Areas by Generic Skills

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The NASSP Assessment Center generic skills could be replaced by other descriptors. Several lists are available in the literature.[1] Consider, however, that the NASSP descriptors are derived from independent sources and possess a carefully tested rationale based on several years of research validation (Schmitt et al., 1983).

Figure 3 illustrates Matrix B. The rows show the same program components as Matrix A. The columns are headed by *specific skill* descriptors. Specific skills are those capabilities required to carry out a discrete task (e.g., teacher evaluation). Programs are composed of course content designed to develop these skills. The number and nature of specific skills may vary from program to program. Redfern (1980), for example, presents a listing of typical principal job responsibilities that represent the specific skills found in the majority of administrator preparation programs. Alternatives to these prepared lists include needs assessment or other analyses of the specific program.

A third matrix (C) is needed to complete the process (Figure 4). Matrix C lists the ratings of course topics by instructional modes. Ratings are listed by primary and secondary mode for each course topic. The descriptors of instructional modes employed in this exercise have been adopted from McCleary and McIntyre (NASSP, 1972).

These authors examined research on instructional modes and found a number of clearly defined alternatives to which they attached generally-used descriptors. These descriptors include lecture-discussion, tutorial-seminar, instructional modules, computer-based instruction, gaming-simulation, individual/team research, clinical/internship, and group process training. Operational definitions of these modes may be found in the Glossary. Other descriptors, of course, could be employed.

Step II: Individual Rating Process

The matrices shown in Figures 2, 3, and 4 are used as the instrumentation for the individual rating process. Professors, school practitioners, and students who are knowledgeable about the course content of the program to be evaluated individually mark the appropriate cells of each matrix.

First, each course is evaluated for generic skills and specific skills that are taught. If the rater judges that a generic and/or specific skill is treated in a given course topic, he/she enters an "F" (familiarity), "U" (understanding), or "A" (application) in that cell of the matrix.

The "F" or *familiarity* rating is used when the instructional objective is simply the ability to discuss the course content intelligently. The "U" or

1. See, for example, the "High Performing and Basic Competencies" of John Crogham and Dale Lake, submitted to the Southeastern Regional Council for Educational Improvement, Research Triangle Park, N.C.

Specific Skills (Other Program Outcomes)	Staff Development Procedures	Forecasting Techniques	Change Processes	Research Methods	Computer Programming	Planning Processes	Collective Bargaining	Curriculum Mapping	System Analysis	Instructional Diagnosis	Clinical Supervision	Other	Other
Substantive Content Areas													
1. **Social / Behavioral Sciences**													
• Educational Sociology													
• Educational Psychology													
• Political Science of Education													
2. **Organization / Governance**													
• Organizational Analysis													
• Law													
• Fiscal Policy													
3. **Program / Curriculum**													
• Curriculum and Instruction													
• Program Design / Analysis													
4. **Analytic Methods**													
• Decision Methods													
• Management Information Systems													
5. **Functional Specialization**													
• Leadership													
• Principalship													
• Administration of Special Education													
• Program Evaluation													
• Supervision													
6. **Integrative Studies**													
• Readings													
• Field Project													
• Internship													

Symbols for program rating: F = Familiarity with content / skill for discussion purposes
U = Understanding of content / skill as basis for teaching others
A = Application of content / skill in real or simulated situations

Figure 3. Matrix B for Rating Substantive Content Areas by Specific Skills

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understanding rating implies a capability to teach someone else the content of a generic or specific skill. The "A" or *application* rating denotes the facility to *apply* the generic skill in real or simulated situations. An "A" rating implies actual performance of the skill during the course or field experience.

A second rating is made for courses and course topics by instructional modes (see Figure 4). Individual raters use a "1" to identify the primary mode of instructional treatment for a given topic. A rating of "2" is entered in the appropriate cell(s) when secondary instructional modes exist.

Step III. Consensus Procedure

A process adapted from the NASSP Assessment Center is used to consolidate individual ratings into a group rating. This process takes place at a meeting of all raters. Individual ratings for each cell of all matrices are tallied to show rater range of response. Raters attempt to reach a consensus for each cell in which any entry occurs. The degree of consensus is noted.

Prior to discussion, a criterion level of agreement is set for retaining a rating. If for example, 75 percent is set as the criterion level, no rating is retained that is not agreeable to at least 75 percent of the raters. The retained ratings are further appraised for depth of treatment (F, U, A). If sufficient agreement cannot be reached on a topic (i.e., two levels are strongly supported), more than one rating may be noted in the consensus matrix.

This process of consensus produces matrices that describe the program under evaluation. The matrices illustrate the degree of agreement that the rating group reached for each course and major topic. The matrices provide data from which judgments can be made about a program.

In the next chapter, data from actual ratings are given and some consequences explored.

Instructional Modes	Lecture-Discussion	Tutorial-Seminar	Instructional Media	Computer-Based Instruction	Gaming-Simulation	Individualized/Team Research	Clinical/Internship	Group Process Training	Other	DP IV
Substantive Content Areas										
1 **Social / Behavioral Sciences**										
• Educational Sociology										
• Educational Psychology										
• Political Science of Education										
2 **Organization / Governance**										
• Organizational Analysis										
• Law										
• Fiscal Policy										
3 **Program / Curriculum**										
• Curriculum and Instruction										
• Program Design / Analysis										
4 **Analytic Methods**										
• Decision Methods										
• Management Information Systems										
5 **Functional Specialization**										
• Leadership										
• Principalship										
• Administration of Special Education										
• Program Evaluation										
• Supervision										
6 **Integrative Studies**										
• Readings										
• Field Project										
• Internship										

Symbols for program rating: 1 = Primary instructional mode
2 = Secondary instructional mode(s)

Figure 4. Matrix C for Rating Substantive Content Areas by Instructional Modes

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Chapter 5
Systematic Rating Exercises

The systematic program analysis described in Chapter 4 was utilized in the member institutions of the NASSP University Consortium. Partial sets of ratings for two universities are reported in this section to demonstrate the uses of the process. (Descriptive pseudonyms are used for the schools.) Figure 5 illustrates the generic skills ratings of "Professional University" (Matrix A). Figure 6 shows "Plain State University's" ratings of generic skills and modes of instruction (Matrices A and C combined).

Professional University

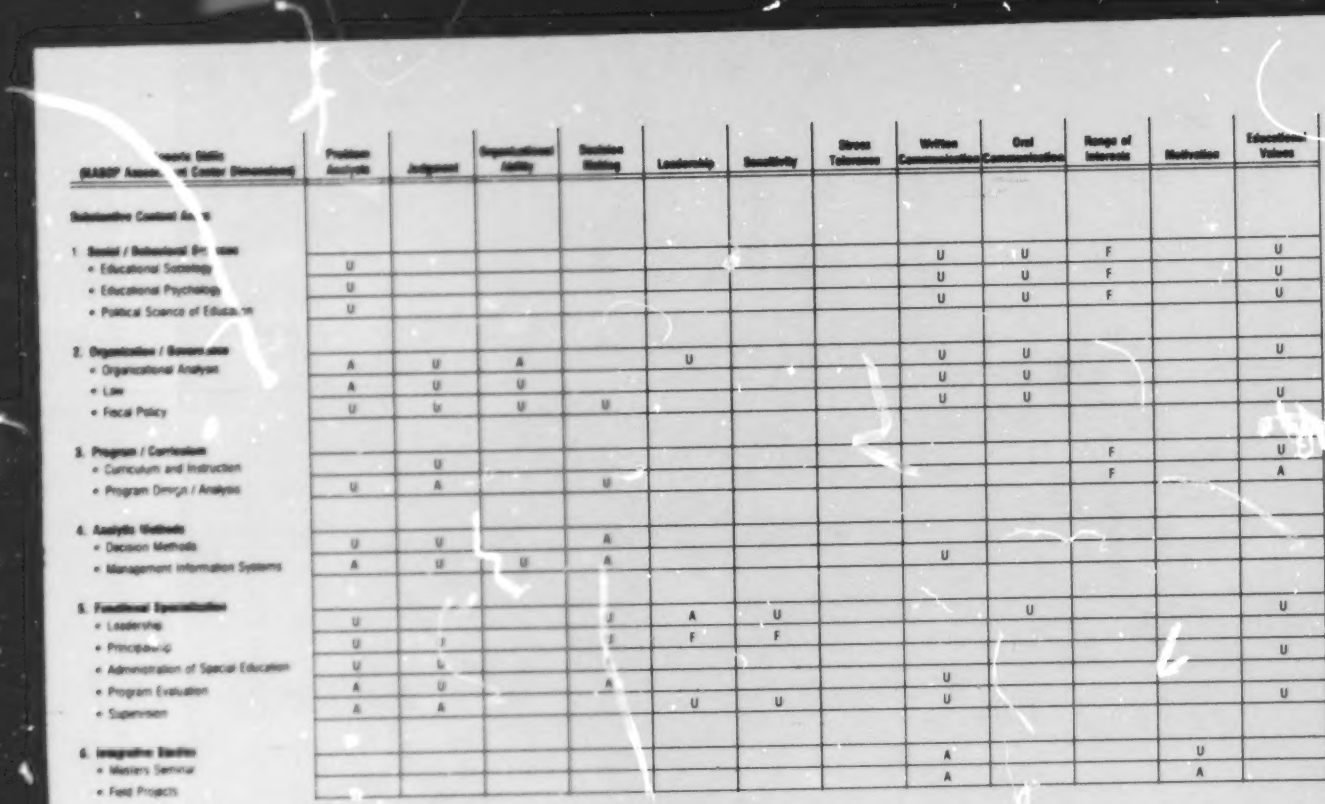
Professional University is one of the oldest state universities in the western part of the United States. The Department of Educational Administration is one of four departments of the Graduate School of Education, functioning as a semi-autonomous unit offering masters, Ph.D., and Ed.D. degrees. The graduate school conducts an intensive, external evaluation every five years as well as a review of individual, tenured faculty members.

The department organization consists of a chairperson, program adviser, eight professors, three to five adjunct professors, six to eight graduate assistants, and support personnel. The program is organized under seven categories of course offerings. Categories and courses are shown on the vertical dimension of Figure 5. Course topics are not reported, nor are the specific skills of Matrix B.

Four Professional U. professors, four graduate students, and four practitioners who had completed the program served as raters. All raters were familiar with the courses. Two professors, two practitioners, and four graduates had been trained as NASSP Assessment Center assessors. Course outlines were made available to the raters as well as the definitions of the 12 Assessment Center dimensions and the nine McCleary-McIntyre modes of instruction. Each rater was given a blank matrix A, B, and C (as shown in Figures 2, 3, and 4). Independent ratings were made by each rater.

The individual ratings were collected and tallied to show the types and range of responses (if any) for each cell. These data were shared with all raters at a group meeting conducted as described in Chapter 4. Discussion focused on clarification of definitions, sharing of content information, justification of individual ratings, and restatement of criteria used in making these ratings.

Group consensus was not difficult. Notwithstanding the difficulty, however, an accurate report of the group consensus is the principal object of this phase of the exercise.



[illegible] Skills (NASSP Assessment Center Dimensions)	Problem Analysis	Judgment	Organizational Ability	Decision Making	Leadership	Sensitivity	Stress Tolerance	Written Communication	Oral Communication	Range of Interests	Motivation	Educational Values
Substantive Content Areas												
1. Social / Behavioral Sciences								U	U	F		U
• Educational Sociology	U							U	U	F		U
• Educational Psychology	U							U	U	F		U
• Political Science of Education	U											
2. Organization / Governance								U	U			U
• Organizational Analysis	A	U	A		U			U	U			
• Law	A	U	U					U	U			U
• Fiscal Policy	U	U	U	U								
3. Program / Curriculum										F		U
• Curriculum and Instruction		U								F		A
• Program Design / Analysis	U	A		U								
4. Analytic Methods												
• Decision Methods	U	U		A								
• Management Information Systems	A	U	U	A				U				
5. Functional Specialties									U			U
• Leadership	U			J	A	U						
• Principalship	U	J		J	F	F						U
• Administration of Special Education	U	L										
• Program Evaluation	A	U		A				U				
• Supervision	A	A			U	U		U				U
6. Integrative Studies											U	
• Masters Seminar								A			A	
• Field Projects								A				

Symbols for proficiency rating: F = Familiarity
U = Understanding
A = Application

Figure 5. Professional University Program Analysis of Principal Preparation Programs Ratings of Courses by NASSP Assessment Center Generic Skills

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Plain State University

The University of the Plains is located in the midplains area of the United States. It is a land grant institution and the only public institution in the state offering advanced graduate and professional training. The Department of Educational Administration is one of seven units in the College of Education, with eight full-time professorial positions. The department is organized with a chair, a vice-chair, and three standing committees (Graduate, Personnel, Appeals).

Departmental programs are subject to internal review every five years. Training programs emphasize field-based applications of academic content and involvement of practitioners in program design, review, and delivery.

Figure 5 presents P.S.U.'s analyses of master's degree courses by generic skills (NASSP Assessment Center dimensions) and by the McCleary-McIntyre modes of instruction. Plain State's process was essentially similar to that of Professional University and achieved a high degree of consensus.

Note that the instructional mode ratings assign only one methodology the primary role, yet some courses utilized up to four secondary approaches. Instructional outcomes of this program clearly lie more at the familiarity (F) and understanding (U) levels, whereas Professional University emphasizes understanding (U) and application (A).

Questions and Consequences

Several questions arose as Consortium institutions struggled with systematic program analysis. These questions can serve other institutions as the basis for departmental follow-up to the rating exercise.

1. To what degree is the program performance-based in its objectives and instructional procedures?
2. Are simulations and field-based procedures a significant focus of the program?
3. Are generic skills systematically treated and assessed in a majority of the program's courses?
4. Does any mode of instruction dominate the provision of instruction in this program? Are any excluded or given little attention?
5. Are any generic skills ignored or given little attention? Are any given undue emphasis?
6. Do certain modes of instruction dominate specific skills coursework? Are any underemphasized?
7. Should any area of the program utilize different modes of instruction than those now in use?

BASIC COURSES IN MASTER'S DEGREE PROGRAM	NASSP Assessment Center Behavior Dimensions (Generic Skills)												Modes of Instruction								
	Problem Analysis	Judgment	Organizational Ability	Decisiveness	Leadership	Sensitivity	Stress Tolerance	Written Communication	Oral Communication	Range of Interests	Personal Motivation	Educational Values	Lecture and Discussion	Tutorials and Seminars	Case Studies and Scenarios	Learning Modules	Computer-Assisted Instruction	Games and Simulations	Human Relations Training	Clinical Study or Internships	Individual and Team Research
EDAD 850 – Principles and Processes	F	F	F	F	U	U	F	U	U	F	F	F	2	2				1			2
EDAD 857 – School Law	F	F	F	F	F	F	F	U	F	F	F	F	1								2
EDAD 867 – Building Administration	F	F	U	F	U	F	F	U	U	F	F	F	2	1	2			2			2
EDAD 953 – School Business Management	U	U	U	F	F	F	F	U	F	F	F	U	1					2	2	1	
EDAD 954 – Practicum in Administration	A	A	A	A	A	A	A	A	A	F	F	F		2							1
EDAD 996 – Minor Research	A	A	A	F	A	F	F	A	F	F	F	A	2								2
C&I 848 – Curriculum Foundations (All)	U	F	U	F	F	U	F	U	F	F	F	F	1		2						2
C&I 811 – Improvement of Reading	U	F	U	F	F	U	F	U	F	F	F	F	1								2
C&I 915 – Developing Elem. Schl. Curr.	U	F	U	F	F	U	F	U	F	F	F	F	1								
C&I 846 – Junior High and Middle Schl.	U	F	U	F	F	U	F	U	F	F	F	F	1					1			1
C&I 948 – Improvement of Instruction	U	U	U	F	F	F	F	U	U	F	F	F	2					2			

Symbols for program rating: F = Familiarity
U = Understanding
A = Application

1 = Primary mode
2 = Secondary mode(s)

Figure 6. Plain State University's Analysis of Courses in the Principal Preparation Program, by Generic Skills (NASSP Assessment Center dimensions) and by Modes of Instruction

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8. Regarding the application level of instruction:

a) Which *generic* skills are treated at the application level? In what areas of the program?

b) Which *specific* skills are treated at the application level? In what areas of the program?

c) How much application occurs outside the internship or other field-based experiences?

Three types of consequences can emerge from the program analyses. First, obvious changes in emphasis can be made in some course offerings. Second, some disagreement about findings can lead to further information collection (particularly field-based training) and the reallocation of staff to augment that part of the program. Finally, the need for further research can become apparent, relating to Assessment Center and other program data.

The systematic rating exercise can readily lead to an examination of hypotheses about program outcomes. Course objectives (intents) can be reviewed by instructors along with predictions of student performance at the three levels of instructional modality (F, U, A).

Actual student outcomes can be assessed by:

1. Student pre and post-tests, using the NASSP Assessment Center as the measuring mechanism;
2. Student ratings of course topics, using the systematic rating exercise;
3. Objective measures of student performance, using summative measures, observations, and student products produced in the field.

Comparisons can be made between objectives and obtained measures with established discrepancy analysis procedures. In this way, a systematic effort can be mounted to clarify program intents, alter program emphases, better align program sequences for content and modes of instruction, and seek improved program outcomes.

Chapter 6

Program Guidelines and Recommendations

Professions such as law, medicine, management, and education historically have viewed the preparation of new practitioners as a responsibility of the profession, emphasizing articulation of formal preparation with field-based practice. Preparation in a profession is most appropriately conceived as a sequence of complementary acts — diagnosis, instruction, and assessment — resulting in a gradually increasing relationship with the field.

Preparation programs for principals have not yet achieved a well-articulated continuum of these activities. It remains for us to ask what can be done to increase the quality of these preparation programs. Some suggestions, with particular emphasis on performance-based and field-based elements, are presented here for consideration.

Development of Performance-Based Programs

Administrator preparation institutions can profit from a review of five major program categories: program goals and objectives, admission requirements, diagnosis of learner knowledge and skills, design and delivery of instruction, and requirements for program completion and initial placement in entry-level professional roles. These five elements constitute a system of independent but related parts.

- *Program Goals and Objectives.* Specific goals and objectives should be stated for the academic and performance-based elements of the preparation program. The legitimacy of these goals and objectives should be judged in terms of the requirements for program completion and entry-level placement. Academic content should be reviewed against its potential contribution to the performance-based goals of the program.

  1. Does it improve insight into administrative processes?
  2. Does it sharpen analytical and problem-solving skills?
  3. Does it contribute to constructive evaluation of practice and possible avenues for improvement?

- *Admission Requirements.* Admission requirements should reflect program goals and objectives and the requirements for program completion and entry-level placement. Do the requirements for admission allow for prediction of student performance in the program, successful completion of the program, and successful placement in the profession? While predictive character should be the primary criterion for admission requirements, some requirements may be retained because of licensing procedures, or tradition (e.g., test scores, years of teaching experience, etc.)

- *Diagnosis of Learner Knowledge and Skills.* Conventional diagnosis compares student completion of course requirements or admission requirements with the norms established for professional credentialing. A more basic and significant form of diagnosis is needed — a technology for assessing student cognitive mastery of concepts and skill in generic and task-specific behaviors. Reliable and valid diagnostic tools are critical if the instruction offered within the program is to be performance-based and focused on the development of individual skill in generic and task-specific behaviors.

  Performance-based instruction, including field experiences, must be related to actual on-the-job expectations and requirements. One tested device that colleges and universities should consider for this kind of diagnosis is the NASSP Assessment Center technology.

- *The Design and Delivery of Instruction.* Instruction should be based on program goals and objectives which in turn are derived from an analysis of the expectations and requirements for program completion and entry-level placement. Instruction should be adaptive based on a diagnosis of learner skills and aspirations. While instruction may incorporate many methodologies and resources, emphasis should be given to those methods and materials that require learner *performance* of generic skills and program-specific behaviors.

  The campus-based portions of performance-based programs should provide a clear link between mastery of content and field-based experiences. Field placement should provide ample opportunity to practice the various skills required by the common or individualized objectives of the program.

- *Requirements for Program Completion and Initial Placement.* Exit and placement requirements should be the primary source and the basis for identifying program goals and objectives, for establishing pertinent performance-based admission requirements, for diagnosis of learner skills at entry into the program, for the design of common and individualized learner objectives, and for developing a planned menu of field-based learning experiences. Assessment at the end of the program should include candidate mastery of academic requirements as well as valid and reliable measurement of the candidate's capability to perform generic and task-specific behaviors.

The sequence above is cyclical and relational in nature (see Figure 7). Program goals and objectives, for example, acquire a greater degree of validity when they are based on an analysis of the characteristics and attainments of students who have completed the preparation program.

Supporting Performance-Based Preparation Programs

A principal preparation program operates in the broad context of other college/university preservice programs, related accrediting agencies, professional associations, and state departments of education. The

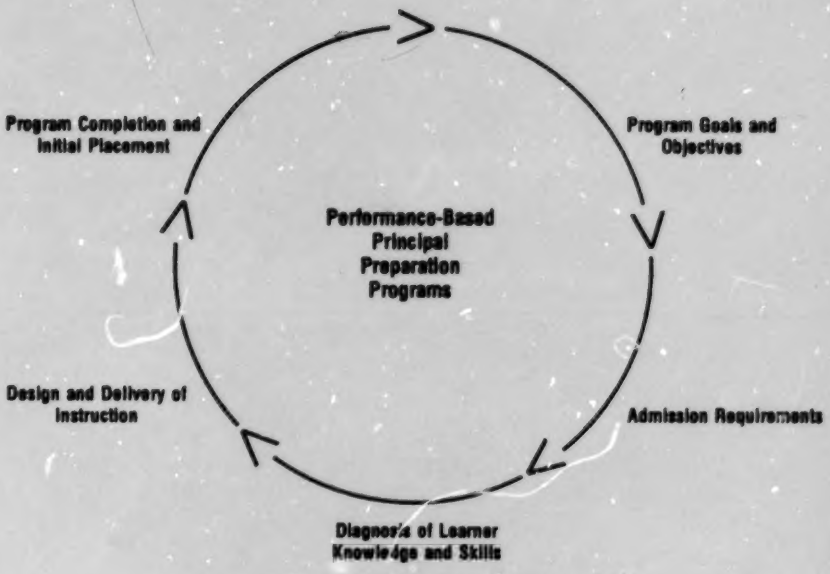
Program Completion and Initial Placement
Program Goals and Objectives
Performance-Based Principal Preparation Programs
Design and Delivery of Instruction
Admission Requirements
Diagnosis of Learner Knowledge and Skills

Figure 7. Model of Performance-Based Preparation Programs for Principals

growth of any program is related directly to the health of the environment in which it operates. The following initiatives would contribute strongly to improving the quality of preparation programs.

- Institutions with principal preparation programs should enter into regional networks to support performance-based preparation. Networks facilitate the sharing of program analysis procedures, simulations, and field-based activities.
- Institutions with performance-based preparation programs should work with professional agencies and associations such as NASSP to support collaborative networks and to develop other services for performance-based training (e.g., a clearinghouse of materials and methods).
- Institutions interested in performance-based preparation should support the further development of flexible diagnostic procedures. The NASSP Assessment Center technology, for example, requires considerable commitment in time and personnel. A simplified, but valid, assessment procedure may be needed for programs with limited resources.
- Institutions of higher education should encourage state legislatures and state departments of education to support performance-based training. State departments of education might require systematic

full-year, full-time internships of all candidates for principal certification. State legislatures might provide grants or loans for worthy candidates.

Recommendations for Preparation Program Improvement

1. Each university that prepares principals should offer a comprehensive and systematic program.
   - Identify program goals and objectives based on entry level expectations for principals in the geographic area served by the program.
   - Determine goals and objectives reflecting admission requirements and the instructional content of the preparation program.
2. Principal preparation programs should include a strong performance-based component.
3. University departments should make use of the NASSP Consortium rating exercise for regular program evaluation. (See chapters 4 and 5.)
4. University professors should embrace the "opportunity for renewal" implicit in the instructional analysis of the Consortium rating exercise and the skill development of Assessment Center technology. The process should be viewed as staff development as well as program evaluation.
5. At both the admission and instructional stages, the reasons for employing various practices and procedures should be carefully examined; i.e., tradition, market analysis, department or professor preferences, etc. Outmoded or unjustifiable practices should be modified as appropriate.
6. Personalized performance-based programs should be planned for students from the diagnostic analysis of generic and task-specific skill needs.
   - Academic content should flow from the diagnosed needs of *all* students.
   - Various types of simulation and clinical activities should be used to meet the specialized needs of individual students.
7. Field experiences should be structured to develop or enhance the generic and task-specific skills of individuals.
   - No activity is field-based unless the primary instructional emphasis lies at the application (A) level of experience.
   - Practitioners should be carefully screened before being authorized to work with candidates in field settings. The university might confer clinical appointments on field supervisors/mentors.

- Both the quality and the variety of field experiences are important. Adequate resources must be budgeted to support quality field/clinical training.

8. New materials for performance-based instruction (simulations, case studies, etc.) must become an institutional and national priority. Materials should be validated in terms of the NASSP Assessment Center dimensions or the task behaviors common to all principal preparation programs.

9. Instruments and procedures for diagnostic assessment of generic skills and for monitoring field-based performance should be given greater attention in preparation programs. Both formative and summative assessment is needed to measure student skill levels — during the program, at the time of completion, and at entry-level placement in administrative positions.

Conclusion

A plan to improve principal preparation programs has been presented here. The importance of blending academic and performance-based components has been stressed. The program model emphasizes the importance of the design, delivery, and evaluation of preparation programs. A systematic rating exercise has been explained and illustrated. Suggestions for supporting and recommendations for improving principal preparation programs have been explicated.

The recommendations of the Consortium are no guarantee of success. At the very least, however, they should stimulate greater involvement of professors, practitioners, and prospective administrators in the improvement of programs for the preparation of principals.

Glossary

Academic Content. The ideas, facts, theories, and bodies of knowledge in a preparation program that a student is expected to master at specified levels of familiarity or understanding.

Application. The ability to apply the skills of the academic program appropriately in simulations or field-based experiences.

Assessment Center. A process (not a location) employing simulation techniques to identify and measure a wide variety of administrative job skills. Most centers are designed to identify or select individuals for advancement into or within management. The assessees participate in a number of activities that simulate behaviors typically found in management or administrative positions. Developed for use in industry by AT&T, the method is well-researched and has proved to be quite effective.

Assessment Center Technology. Various types of simulations that tap a wide variety of behaviors. Candidates are observed as they participate in the assessment exercises. Reports are prepared by trained assessors. Performance is evaluated on a number of key dimensions (ranging from 8 to 25) viewed as important for success. Commonly employed managerial and administrative dimensions include such skills as leadership, decision making, oral and written ability, problem solving, and organizing ability.

In the NASSP Assessment Center, five exercises are used to assess these behavior dimensions — four simulations and a semi-structured personal interview. The process requires 10 hours of participant activity, 6 hours of which are observed by assessors. Two of the simulations are "in-basket" exercises calling for the participant to play the role of a newly appointed administrator in a fictitious school.

Clinical Experiences. Experiences requiring the application of knowledge to the tasks and functions of a role in the field (includes practica and internships).

Computer-Based Instruction. Use of computers for gathering data, problem solving, or engaging in application-level simulations.

Decisiveness. Ability to recognize when a decision is required (disregarding the quality of the decision) and to act quickly (NASSP Assessment Center).

Educational Values. Possession of a well-reasoned educational philosophy; receptiveness to new ideas and change (NASSP Assessment Center).

Familiarity. Ability to discuss with knowledgeable professionals the ideas, facts, theories, and bodies of knowledge covered in course content.

Field-Based Experiences. Structured activities or role assignments in actual settings that require execution of tasks that demonstrate generic or specific skills.

Gaming-Simulation. Structured activities that require rule-learning and rule-following behaviors that approximate conditions faced in actual settings. Activities may be structured for problem solving through the use of case studies, in-baskets, and critical incidents.

Generic Skills. Skills required for the performance of various roles but which are not unique to any one role; e.g., skills included in the NASSP Assessment Center, such as oral or written communication, organizational ability, sensitivity, etc.

Group Process Training. Organized instruction involving participation in various types of groups; e.g., human relations training groups, problem-solving groups, discussion groups, and task groups.

Individual and Team Research. Activities directed toward investigation of a problem that require application of established research methodologies, either working alone or as a member of a research team.

Instructional Modules. Programmed content presented sequentially on a given topic to assist learners in developing understanding and skills for later application.

Internship. A full-time, field-based experience calling for application of various generic skills and a range of specific skills related to the principalship. Direction is provided by a college/university supervisor and a site mentor.

Judgment. Ability to reach logical conclusions and make high quality decisions based on available information; skill in identifying educational needs and setting priorities; ability to evaluate critically written communications (NASSP Assessment Center).

Leadership. Ability to get others involved in solving problems; ability to recognize when a group requires direction, to interact with a group effectively, and to guide them to the accomplishment of a task (NASSP Assessment Center).

Lecture-Discussion. A teacher-directed instructional methodology that emphasizes presentation of information and discussion of academic content.

NASSP Assessment Center Dimensions. The behavior dimensions (generic skills) of the NASSP selection process that were inferred from an extensive job study categorizing and interpreting a large number of facts and opinions about school administration. Job descriptions for administrative positions and performance appraisal instruments were studied from school districts throughout the country.

Twelve dimensions of administrative behavior were selected and assessment instruments and procedures developed. The 12 dimensions are: problem analysis, judgment, organizational ability, decisiveness, leadership, sensitivity, stress tolerance, oral communication, written communication, range of interests, personal motivation, and educational values.

Oral Communication. Ability to make clear oral presentation of facts or ideas (NASSP Assessment Center).

Organizational Ability. Ability to plan, schedule, and control the work of others; skill in using resources in an optimal fashion; ability to deal with a volume of paperwork and heavy demands on one's time (NASSP Assessment Center).

Performance-Based Learning. Experiences in a preparation program which require the application of knowledge and skills and the demonstration of competence through participation in simulations, practica, and internships.

Personal Motivation. Need to achieve in all activities attempted; evidence that work is important to personal satisfaction; ability to be self-policing (NASSP Assessment Center).

Problem Analysis. Ability to seek out relevant data and analyze complex information to determine the important elements of a problem situation; searching for information with a purpose (NASSP Assessment Center).

Project Course. A regularly scheduled college or university course structured around the study and resolution of a practical problem experienced in a real-world setting.

Range of Interests. Competence to discuss a variety of subjects — educational, political, current events, economic, etc.; desire to actively participate in events (NASSP Assessment Center).

Role Tasks and Functions. Tasks or functions of the principalship commonly included in job descriptions; e.g., scheduling, budgeting, supervision, personnel appraisal, discipline, etc.

Sensitivity. Ability to perceive the needs, concerns, and personal problems of others; skill in resolving conflicts, tact in dealing with people

from different backgrounds; ability to deal effectively with people concerning emotional issues; knowing what information to communicate and to whom (NASSP Assessment Center).

Simulation. See Gaming-Simulation.

Specific Skills. See Role Tasks and Functions.

Stress Tolerance. Ability to perform under pressure and during opposition; ability to think on one's feet (NASSP Assessment Center).

Tutorial-Seminar. A methodology that engages one or more instructors with one or more students in an examination of academic content.

Understanding. The acquisition of ideas, facts, theories, and bodies of knowledge to a level of learning that permits the individual to teach the content to another person.

Written Communication. Ability to express ideas clearly in writing; to write appropriately for different audiences — students, teachers, parents, et al. (NASSP Assessment Center).

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